DOCUMENT RESUME

ED 140 608 FL 008 267

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TITLE Spoken Fante for Non-Fante Beginners
INSTITUTION Peace Corps, Washington, D.C.
PUB DATE May 74
NOTE 81p.; Not available in hard copy due to marginal legibility of original document. Some of the later lessons may be difficult to read.

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *African Languages; *Instructional Materials; *Language Instruction; Language Proficiency; Language Skills; Language Usage; *Second Language Learning; Sociolinguistics; Speech Communication; Teaching Methods; *Textbooks
IDENTIFIERS *Fante

ABSTRACT

This text contains 66 lessons in Fante for the student of Fante as a second language. The principal emphasis of the lessons is in developing skills in the spoken language, and study is preferable with a native speaker of Fante. The use of English is to be avoided except when absolutely necessary. Because of the attention given to oral skills, the teaching of formal grammar is also avoided, and blackboard notes are not to be provided for the students to copy. Each lesson is structured around a specific situation or topic, such as greetings, the market place, or parts of the body, and occasionally around an element of grammar. Repetition is the basic method used; students repeat a given dialogue after the teacher, and then memorize it. Substitution drills and question-answering are then used to reinforce what the student has learned. Review lessons are interspersed at regular intervals. (CLK)

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SPOKEN FANTE

FOR

NON-FANTE BEGINNERS

by

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AND

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for POINTER LIMITED
P. O. Box 6999
ACCRA - NORTH

MAY, 1974.

FL008267

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GENERAL HINTS

DON'T USE THIS BOOK until these "Ten Commandments" and the "Suggested Methods" have been carefully read:-

1. The book should be studied under someone who speaks Fante, preferably a native speaker.

2. In the course of the lessons, the use of English should be avoided except where it cannot be helped.

3. The ultimate aim is to help the Learner to speak the language. Therefore the main principle of teaching is that of DIRECT METHOD, with a lot of REPETITION by which the Learner is urged to say the same thing correctly over and over again.

4. The lessons have been designed to last an hour. If well handled, it should be mastered within the given time. Rushing through, especailly in the first ten lessons, should be avoided.

5. The Instructor is warned not to introduce too many new words, that is, words which have not been dealt with before, into the new lesson. Some of the words may have been dealt with elsewhere in the book. A record should be kept of the new words introduced.

6. One temptation connected with this (No.) is that of trying to answer digressive questions from the Learners. I should say that answers should be given only to those questions which are considered to be answerable.

7. Effort should be made to avoid the teaching of formal grammar. The Learners will eventually get to know the tenses, etc. through the exercises and drills in the book.

8. Every subsequent lesson should provide an opportunity for the revision of the previous Lesson(s). Revision always.

9. Blackboard notes for Learners to copy are not to be given: even the Learners themselves are to be discouraged from taking their own notes in class. Some of the Learners may oppose this idea. But it has been observed that generally those who depend on their notes are the ones who miss the main object of these lessons. However, Learners could built up their own English-Fante Dictionary in their note books. Another thing to be encouraged is the recording of the various speech drills and practices for private rehearsal.

10. Attention should be strictly paid to the "Notes", especially to those portions recommending diagrams, sketches, tabular drills, etc.

1. Conversation: i. The Instructor reads the parts of A and B, and the Learners repeat these after him, line by line. One of the objects for this is enunciation. The "Conversation" is explained in English. The Instructor then takes the part of A while the Learner takes that of B; they go through the whole dialogue; and then another Learner, and so on, until each gets a turn. ii. The dialogue may be acted, a Learner or a pair at a time.

2. Sentence drill: i. The Learners read the lines after the Instructor. ii. The individuals then try them in turn, until all the lines are mastered. They may be repeated over and over again.

3. Sentence Practice: i. and ii. (As in 2, i and ii). iii. Through leading questions by the Instructor, the sentences may be applied to other situations, or may be used as patterns for the Learners' own sentences.

N O T E

It is one thing to be able to read and understand the Fante Language; and quite another thing to be able to speak it. The emphasis here is on THE ABILITY TO SPEAK THE FANTE LANGUAGE, and therefore all efforts should be geared to this objective.

IMPORTANT: Each time, ask yourself:

i. Do the Learners understand what I've taught them?
ii. Will they be able to say correctly what has been taught?
iii. Can they use what has been taught or adapt it in their conversations?

YOU HAVE DONE YOUR WORK ONLY IF YOUR ANSWER i, ii, iii IS YES.

A.C.D.

LESSON I

1. Admittance and greeting formalities:

The Learners should close their books and repeat the following after the Instructor who will explain what they mean:

A. Agoo! (i)
B. Amee, woana a? (ii)
A. Mara .... (iii)
B. Bra. (iv)
A. Owura, mema wo akye. (v)
B. Yaa ewura. (vi)

Note: This dialogue should be acted over and over again, each Learner being given a turn.

2. At this stage the Instructor will call attention to:-

(a) The other forms of (i) above:"kɔkɔɔkɔ" and knocking gently on the door.

(b) The other forms of (ii) above:'wɔba' and 'bra dan mu.'

(c) The other forms of (v) above: Owura (Mr.) Maame (Madam, Mrs.) Ewuraba (Miss) Mema wo akye, aha, adwe.

(d) The other forms of (vi) above: Yaa, ewura (Mr.) Yaa, enã (Madam) Yaa onua, Yaa obi-n'adze (for co-equals).

Note: (b) The dialogue under 2 above should be acted over and over again. Each learner should have a turn.

Note: (c) Learners will then act the dialogue again, this time making use of what is learnt in 1 and 2 above.

LESSON II

A and B ask each other about their health:
B offers A a seat.

3. The aim of the following dialogue is to get the learners to commit it to memory.

B. W'apow mu ɛ?
A. Mo ho ye. Na wo so ɛ?
B. Mo so no ho yie.
A. Oye, yɛda Nyame ase.
B. Tsena ase.
A. Meda wo ase.

Note: (a) Both Instructor and Learners should act the dialogue above.

4. Other forms to the above:

(a) The other forms of 'w'apow mu ɛ?: Mo ho tse dɛn?; honam mu ɛ?, Wo ho ye?

(b) The other forms of 'Mo ho ye': Nyame N'adom ara, Bokoo, Oye dodow.

(c) The other forms of 'Oye, yɛda Nyame ase': Ndaase nka Nyame, Yɛda Otumfo ase, Yɛda Twerammpon ase.

(d) The other forms of 'Tsena ase': Ko famu, ko daadze, Mã wo tũ adze, Egua nye no (to an intimate friend). In all cases B must be pointing to a chair. 'Mepa wo kyew' and 'Mesera wo' should preceed Ko famu, etc. when B is addressing an elderly person.

Turn-over.

Note: (b) At this stage the Instructor and the Learners should change parts, A and B, and rehearse the dialogue under 3 and 4 above. The Instructor may ask Learners to practise in pairs and finally, the dialogue should be acted over and over again until it is mastered.

LESSON III

Revision of Lessons I and II

5. Revision of Lesson 1.

(a) The Instructor will ask individual Learners to get out of the room and come back either saying 'Agoo', 'kɔkɔɔkɔ', or to tap on the door softly.

(b) Another Learner should respond to 'Agoo', kɔkɔɔkɔ or the soft knocking on the door, and to admit the one calling.

(c) A and B must exchange greetings as learnt in Lesson 1. Each Learner should play the part of A or B at one time of the lesson.

6. Revision of Lesson II.

(a) A is now in the house/room and B asks 'Wo ho tse dɛn?' (Other variations of "Wo ho tse dɛn" may be used by the Learners) A responds 'Mo ho ye' - or A uses any of the variants.

(b) B offers A a seat - while B points to the seat he says 'Tsena ase' - or B uses any of the variants.

(c) A takes the seat and says 'Meda wo ase'.
(Each Learner must have a turn).

7. Lessons I and II combined for a revision:

Here A and B should act the dialogue from the time A says "Agoo" to the time A takes a seat offered him by B. The Instructor can play the role of either A or B while a Learner takes the other side. Two learners can also be asked to act the whole dialogue.

(b) Every student must be given a turn in this exercise.

LESSON IV

8. The numerals, 1 to 10 are to be taught. These are kor/biako, ebien, ebiasa, anan, enum, esia, esuon, awotwe, akron, du.

Note: (a) 'biako' does not mean one or 'kor' in the ordinary use of 'kor' - it is a suffix to du .., eduonu ..., eduasa ... etc. to mean eleven (dubiako), twenty one (eduonu biako) thirty one (eduasa biako), etc. The use of 'biako' must be explained at this stage to avoid the temptation of Learners saying "du kor", eduonu kor, etc. to mean eleven, twenty one, etc.

Note: (b) It is not grammartically wrong to say 'nyimpa ebien' 'nyimpa ebiasa' 'nyimpa anan' etc. But it sounds better to use prefix 'be', and 'ba' when talking of people numbering 2 to 9: e.g. nyimpa beenu - not 'ebien', nyimpa baasa, baanan, beenum beesia, beesuon, baawotwe bakron.

Note: (c) Learners must be asked to count numbers 1 to 10 over and over again to enable them (Learners) commit them to memory.

9. Names of objects:

(i) with "a-" plurals:

dan	(pl.)	adan
tam	"	atam
sekan	"	asekan
bosom	"	abosom (gods)

ii. with "n-/m-" plurals:

akoko	(pl.)	nkoko
atar	"	ntar
banyin	"	mbanyin
pasewa	"	mpasewa.

(iii) Both the singular and the plural forms are the same:-

sidi	(pl.)	sidi
nsu	"	nsu
ewia	"	ewia
gya	"	gya, etc.

Turn-over.

(b) Drill: adan ebien, atam, aman, asekan awotwe
nkoko ebiasa, ntar esia, mbanyin baanan,
sidi enum, mpesewa esuon.

Note: Every Learner must have a turn.

LESSON V

10. A and B ask each other their names:

i. A. Mepa wo kyew, wofrɛ wo den?

B. Wofrɛ me Kwame.
Na wo so wofrɛ wo den?

A. Wofrɛ me Kwesi.

ii. Note: The essential expressions in the dialogue are to be learnt off by heart. This could be done by asking Learners to act the dialogue in pairs. Each Learner must have a turn.

11. Variants of "Wofrɛ wo den?" and "Wofrɛ me Kwesi".

A. Wo dzin dze den? B. Me dzin dze Kwesi.

12. The names of the Days of the week: The Instructor to say the names of the Days of the week for the Learners to repeat after him:

Kwesida, Dwowda, Benada, Wukuda,
Yawda, Fida, Memenda.

Note: Nos. 10 and 11 above are to be revised, and then number 12.

LESSON VI

13. The Week-day names for male and female person:

i. Revise 12 with Learners.

ii.

DAY		MALE	FEMALE
Sunday	: Kwesida	Kwesi	Esi
Monday	: Dwowda	Kodwo	Adwowa
Tuesday	: Benada	Kobena	Abena
Wednesday	: Wukuda	Kweku	Ekuwa
Thursday	: Yawda	Yaw/Kwaw	Aba/Yaa
Friday	: Fida	Kofi	Efuwa
Saturday	: Memenda	Kwame	Amba.

iii. Example: A boy born on Friday is "Kofi", and a girl born on Saturday is Amba.

14. Masculine names: Manu, Mensa, Anan, Nsia, Esuon etc.
Feminine Forms: Manu, Mansa, etc.

Note: By tracing one's week-day and numeral names back, one could get at one's Fante name; e.g. the 3rd born of a girl born of Saturday gets the name Amba Mansa.

15. Finding own names in Fante. Let all Learners tell their individual names in Fante, based on the information in 13 and 14 above.

Note: Instructor to call pairs of Learners to revise Lesson V - this time giving the names in Fante.

LESSON VII

16. A and B ask each other where they come from:

A. Mepa wo kyɛw, ifi hen?
B. Mifi Simpa.
No wo so fi hen?
A. Mifi Germany/America.

Note: (a) Let each Learner have the turn to ask the above questions and also to answer questions put to them by others.

17. Discuss these common expressions:

Yes - 'nyew', No - 'oho', No - dabi, Please - mepa wo kyɛw, Thank you, O.K. - nyoo.

18. For practice:

	A	B
i.	Ifi Ghana a?	Nyew, mifi Ghana.
ii.	Wofrɛ wo Kwame?	Oho, wofrɛ me Kofi.
iii.	Wo ho tse dɛn?	Mo ho ye. Wo so ɛ?
iv.	Mo so mo ho ye.	Nyoo.
v.	Ifi Afrika?	Oho, mimmfi Afrika.
vi.	Ifi Kanada?	Oho, mimmfi Kanada. Na wo so ɛ?
vii.	Mifi Ghana.	Nyoo.

Note: (b) Draw Learners' attention to the negative "mimmfi". Learners to use this negative.

LESSON VIII

19. A says good-bye to B:

A. Moroko.
B. O! sesei y'a?
A. Nyew.
B. Oye, nantsew yie.
Eko a, mikyia .....
A. Nyoo adze kye a, meda wo ase.
B. Mma nnda ase.

ii. Note: In the Akan society, you say "thank you" for a gift or a kind deed. Then the next morning you come again to say "Thank you for the gift yesterday." Where this 'next morning call" would be impossible, you say "Next morning, thank you" i,e, Thanks in advance for tomorrow for this gift": Adze kye a, meda wo ase.

20. i. A says "good night" to B:

A. Mereka da, ma adze nkye oo!
B. Nyoo, da yie.
A. Nyoo.

ii. Note: (a) "Ma adze nkye oo" and "da yie oo" are to be learnt off by heart and practised.

(b) Let Learners act the dialogue by way of asking individuals to play the role of A and B.

LESSON IX

21. (a) Sentence practice:

(i) There is a book on/under/by/in/in front of/ behind the table.

Buukuu da pon no do. When this is mastered, introduce ase, nkyen, mú, n'enyim, n'ekyir. Let every Learner have a turn.

(ii) Introduce: sika da pon no do, etc. and

(iii) ehutu, mpuwa etc. da pon no do etc. Use demonstrations to show ase, nkyen, etc.

(b) Note: 'da' is the verb in use now. Later, 'si' and 'tsena' will be added. Other words to be introduced later will include gu, gwina, kotow, etc.

22. i. Revision of the numerals 1 to 10.

ii. Further work: the numerals, 11 to 20; edonu, then eduasa, eduanan, eduonum, eduosia, eduosuon, eduowotwe, eduokron, oha.

LESSON X

23. Sentence drill: No.21 continued.

i. Buukuu da pon no do. (use also: ase, nkyɛn ekyir, enyim).

Buukuu da adaka no do.
Buukuu da egua no do.
Buukuu da lɔre no mu.

ii. Mixed drill:

Buukuu da pon no do (also ase, nkyɛn, ekyir, enyim).
Sika da adaka no do; mu, etc.
Kyɛw da egua no do; ase, etc.
Kraataa da lɔre no mu; nkyɛn, etc.

iii. Introduce the verbs 'si' and 'gu' to the Learners.

Note: In this the Instructor must bring visual aids, e.g. kyɛw, krataa, buukuu etc.

LESSON XI

2. The Pronouns:- I: mɛ, mi, mɔ, mu; You: e, i;
he/she/it: ɔ, ɔ; we: yɛ, yɛ
you (pl.): hom; they: wɔ, wɔ.

i. Drill: mɛda, mɛkasa; yɛda, yɛkasa
ɛda, ɛkasa; hom da, hom kasa
ɔda, ɔkasa; wɔda, wɔkasa.

ii. Further practice:

Mɛda mpa do: I sleep on a bed.
Ɛda mpa do: You sleep on a bed.
Ɔda mpa do: He/she/it sleeps on a bed.
Yɛda mpa do: We sleep on beds.
Hom da mpa do: You sleep on beds.
Ɔda mpa do: They sleep on beds.

iii. Further practice:

Midzi paanoo. (bread)
Idzi paanoo.
Odzi paanoo.
Yɛdzi paanoo.
Hom dzi paanoo.
Wɔdzi paanoo.

Note: Let every Learner take active part in the lesson.

LESSON XII

25. (a) More drills in the use of pronouns: mo, mu, etc

Sentence practice:

Example: mchor atar; mutu enguan
ehor atar; itu enguan
ɔhor atar; otu enguan
yehor atar; yetu enguan
hom hor atar; hom tu enguan
wɔhor atar; wotu enguan.

Use the following constructions:

i. dzi paanoo/dokon/fufu/emo/cayer.
ii. kɔ́ Nkran/Kumase/Tamale/Sekunde/nsu/edwuma
iii. pɛ sika/nsã/kasa/nkatse/edziban/ndwom.
iv. saw highlife/adowa/soul/calypso/swing/cha cha cha.
v. ka kaar/keteke/aeroplane/hen/musihen/wimuhen.

(b) The pronouns in sentences: Questions and answers.

i. (What) Ebenadze: e.g. Idzi ebenadze: Midzi dokon.

Epɛ ebenadze? Mepɛ sika.
Kofi so pɛ ebenadze? Ɔnɛ nsã.
Na emi so ɛ? Epɛ nkatse.
Hom pɛ ebenadze? Yepɛ edziban.
Mepɛ ebenadze? Wɔpɛ sika.

ii. Hen (fa) (where).

Ɛkɔ hen? Mekɔ Nkran.
Wɔkɔ hen? Ɛkɔ skuul.

Turn-over.

LESSON XIII

26. To be studied: Day, Week, Month, Year.

i.

Singular	Plural
da	nda
dapen (ndaawɔtwe)	adapen.
bosoom	abosoom.
afe	mfe.

ii. (a) da kor, nda ebien, ndaansa, ndaanan, ndaenum, ndaesia, ndaesuon, ndaawɔtwe, ndaakron, dadu.

(b) dadu, adaduonu, adaduasa, adaduanan, adaduonum, adaduosia, adaduosuon, adaduowɔtwe adaduokron nda bha.

iii. dapen kor, adapen ebien adapen ebiasa, etc.

iv. bosoom kor, abosoom ebien, abosoom ebiasa, etc.

v. afe kor, mfe ebien, etc.

27. i. ..... a atwa mu. ii. ..... a ɔreba.

iii. ..... na fa/na kakra.

For practice: (a) Kwesida a etwa mu no ....
(b) Dapen a ɔreba yi .....
(c) Adapen ebien a etwa mu no ...
(d) Abosoom ebien a ɔreba yi ....
(e) Nda esia a etwa mu no ....
(f) Afe a ɔreba yi....
(g) Bosoom a fa; adapen ebien na kakra, etc.

John sɔ kɔ hen? Ɔkɔ fie.

Hom kɔ hen? Yɛkɔ Kumase.

Wɔkɔ hen? Wɔkɔ Tamale.

'Henfa' may be used in place of 'hen'.

Note: (a) Use 'saw' and 'ka' in questions and answers as used in (b) i and ii above.

(b) Let individuals have equal chances. Instructor may ask Learners to take his/her place.

LESSON XIV

28. Revise Lesson XIII.

29. A and B ask each other how long they have been here:

A. Wɔna ha akyɛr a?

B. Nyew, akyɛr kakra.
Nedzi afe kor na fã.
Na wo so ɛ?

A. Mebaa ha nnkyaree.

B. Bizi mfe ahen wo ha?

A. Nedzi abosoom anan pɛr.

Note: The conversation may now be practised with:
"menya afe/mfe; nedzi dapɛn/bosoom/afe na fã;
nedzi abosoom/mfe esia na kakra; menya ndaanan,
etc.

LESSON XV

30. Revise Lesson xiv and add: A and B ask each other what they do.

i. Revision of Lesson xiv.

For each practice cell two Learners and let them play the parts of A and B. Let all Learners take part in this revision.

ii. A and B ask each other what work they do:

A. Mepa wo kyɛw, eyɛ ɛdwuma bɛn?

B. Mekyerɛ adze.

A. Ekyerɛ adze wo hɛn?

B. Mekyerɛ adze wɔ Zion skuul.
Na wɔ so eyɛ ɛbɛn adwuma?

A. Mennyɛ edwuma, musũa adze.

B. Isũa ebɛnadze?

A. Musua borɔfokase yɛ Legon.

B. Nyoo, moroko.

A. Oyɛ, nantsew yie.

Note: Let every Learner have a turn as either A or B in the exercise.

LESSON XVI

31. A finds B at work in the morning and gives him the appropriate greeting:

i. A. Edwuma oo!
B. Edwuma ye!
Nantsew yie oo!
A. Nyoo!

ii. This is also normal:

A. Edwuma oo!/Ayekoo!
B. Yaa onua/egya/nã.
Ko bra oo!/Nnkyɛ ba!
A. Nyoo.

Note: Let Learners know these important greetings and their response by heart.

32. Some common adjectives and their plurals.

i.

Singular	Plural
kɛse	akɛse
kakraba	nkakraba
fitaa'	efitaa
tuntum	etuntum.

ii. Practise using them in sentences.

Singular	Plural
Mepɛ ekutu kɛse.	Mepɛ ekutu akɛse.
Midzi ekutu kakraba.	Midzi ekutu nkakraba
Ɔtɔ watse fitaa.	Ɔtɔ watse efitaa.
Yɛwɔ atar tuntum.	Yɛwɔ ntar ɛtuntum.

Note: Point out to Learners that in Fante the adjective comes immediately after the noun it describes. Except few, e.g. skuul mbofra.

LESSON XVII

33. A and B meet at the Post Office, Accra, and they ask each other where they live:

A. Mepa wo kyaw, etse hen?

B. Metse Adabraka.

A. Ofi ha kɔ hɔ war a?

B. Nyew, kwan war.
Na wo so tse hen?

A. Metse Osu. Ofi ha kɔ hɔ nnwar.

B. Dam a?

A. Nyew.

Note: Words to be explained: war, ofi ha..., dam a.

34. More adjectives for practice:

i.		ii.	
	buukuu tuntum,		Kofi wɔ .....
	tam fufuw,		Mowɔ .....
	atar fitaa,		Yɛtɔn .....
	dan kokoo,		Wɔda ..... mu.
	boredze (plantain) memen,		Esi tɔn .....

LESSON XVIII

35. Where: hen, henfa.

(a) i. A. Hen na etse? B. Metse Osu.

Eroko henfa? Moroko Legon.

Kofi ko skuul wo hen? Oko skuul wo Tema.

ii. A. Henfa na inyim? B. Minyim Simpa.

Henfa na yenom nsã? Yenom nsa wo fie.

Isũa adze wo hen? Musũa adze wo Tamale.

iii. A. Henfa na idzii paano no? B. Midzii paanoo no wo Madina.

Etoo merekye yi wo hen? Motoo merekye yi wo Osu.

Ofaa keteke wo henfa? Ofaa keteke wo Oda.

36. Construction of sentences:

i. A. Henfa na .....? B. .....

Hen na .....? .....

..... henfa? .....

ii. A. .....wo hen? B. .....

..... wo henfa? .....

..... wo hen? .....

LESSON XIX

37. A asks B whether he can speak Ga:

A. Mepa wo kyɛw/Mesɛrɛ wo, etse Nkran kasa a?
B. Nyew, metse. Metse Twi so.
A. Mo so metse Twi na menntse Nkran.
B. Nkran kasa nnyɛ dzen.

38. For practice: i. Nkran kasa nnyɛ dzen.
Edquma yi nnyɛ dzen.
Mfantse so nnyɛ dzen.

ii. Greek yɛ dzen.
Lore kã yɛ dzen.
Edwumasũa yɛ dzen.

iii. Nkran kasa nnyɛ mberɛw.
Edwuma yi nnyɛ mberɛw.
Mfantse nnyɛ mberɛw.

iv. Greek yɛ mberɛw.
Lore kã yɛ mberɛw.
Edwumasũa yɛ mberɛw.

Note: Inyim Nkran kasa? Ɛka nkran a? etc.
Deal with their answers also.

ii. The Instructor should prepare his own material for practice on "Ɛtse", "Inyim", and "Ɛka".

LESSON XX

39. A introduces C to B:

A. (To B) Kyia Owura Mensa.

(Both B and C shaking hands).

Ɔyɛ me enyigye dɛ mehyia wo.

C. Mo so dɛmara.

Notes: i. Kyia: to greet.

ii. The dialogue is to be learnt off by heart.

40. Sentence drill: "Perhaps": Bi a; annyɛ a.

Bi a ɔbɛba.

Bi a nsu bɔtɔ ndɛ.

Bi a yɛbɔkɔ skuul.

Bi a ɔfae.

Bi a ɔkãa asɛm no.

Annyɛ a, ɔbɛba.

Annyɛ a, yɛbɛtse.

Note: In English, "perhaps" can occur in an initial or medial or a final position.
In Fante 'bi a' is always in an initial position only, as in the examples above.

LESSON XXI

41. A meets B at Christmas, the New Year, or some other festive anniversary.

i. Revise Lesson XX.

Let every Learner have a turn, either as A, B, or C in the dialogue under lesson XX.

ii. A. Afrenhyia pa oo!

B. Afe nkɔ mpɔto hɛn.

Afedan sisei na yɛtse nkwa mu.

A. Nyew. Na yehyia mu bio.

Note: Learners must master 41(ii) above.

LESSON XXII

2. Sentence practice:

Fa (.....) to/si/gu pon no don/ase/nkyɛn, etc.

i. Fa buukuu no to pon no do.
ii. Fa krataa no to pon no ase.
iii. Fa kɔɔpow no si pon no do.
iv. Fa atar no gu pon no ase.
v. Fa egua no si po no nkyɛn.

Note: i. Instructor must try to use aids in this lesson.
ii. Tell individual learners to do as you tell them, as in i-v above.
iii. Call others (learners) to instruct individuals to do as in i-v above.

3. Revision of Adjectives:

(a) i. Pon kese/tsentsen/tsiatsia.
ii. Prɔtse tetar.

(b) i. Atar kokɔɔ/tuntum/fitaa.
ii. Tam kokɔɔ/tuntum/fitaa.
iii. Pan kokɔɔ/tuntum/memen.

(c) Sentences:

Nowɔ ..... wɔ fie.
Kofi ton ..... wɔ ne fie.
Yedzi ..... wɔ Legon.
..... wɔ Nkran. etc.

Note: The spaces are to be filled with nouns followed immediately by adjectives.

LESSON XXIII

44. A and B ask each other whether they have been to Kumasi, etc.

i. A. Akɔ Kumase pɛn a?
B. Oho, monnkɔ hɔ da.
Na ɔwo akɔ hɔ pɛn?

ii. A. Akɔ Tema da a?
B. Nyew, makɔ hɔ da.
Na ɔwo ɛ?
A. Monnkɔ hɔ da.
Kwan no war a?
Oho, ɔnnwar. Ɔyɛ akwansin duenum.

45. Notes: (a) i. Akɔ Tema pɛn/da a? (Alternative:)
Inyim Tema a?
Answer: Minyim Tema papaapa/yie.
Minnyim Tema koraa.

ii. Adverbial numerals: prɛkɔ, mprɛnu/mpɛn ebien, mprɛnsa/mpɛn ebiasa, mpɛn anan, mpɛn enum, mpɛn ɛɔia, mpɛn esuon, mpɛn awɔtwe, mpɛn akron, mpɛn du, etc.

iii. The Cardinal numerals up to 1,000 to be treated.

(b) "Koraa" is used generally in negative constructions: e.g. "Menntse ase koraa".

LESSON XXIV

46. Sentence practice: kyɛn; sen; More/less than; bigger/smaller than; etc.

(a) i. Mango yi suar.
Egua yi suar.

ii. Nkran sõ.
Mo kurow mu sõ.

iii. Kumase kwan war.
Kwame war.

iv. Yie yɛ.
Dzin pa ye.

v. Tam fitaa yɛ fɛw.
Fanta yɛ dɛw.

vi. Wo nua yi yɛ kɔkɔɔ.

(b) Comparing:

i. Mango yi suar kyɛn kor no.
Egua yi suar sen pon no.

ii. Nkran so sen Tema.
Mo kurow mu so sen Madina.

iii. Kumase kwan war sen Oguaa (Cape Coast).
Kwame war sen Amba.

iv. Buukuu fofor yi ye sen dadaw no.
Dzin pa ye sen ahonya.

v. Tam fitaa yɛ fɛw sen tam tuntum.
Fanta yɛ dɛw sen nsu.

vi. Wo nua yi yɛ kɔkɔɔ kyɛn me.

Note: The Instructor should get all Learners involved in this lesson.

LESSON XXV

1. A visits B, a colleague, in B's house in the morning:

A. Kokooko! Agoo!
B. Anee! Woana a?
A. Mara Kofi a.
B. Ei, Owura Kofi, bra dan mu.
A. Owura, mema wo akye.
B. Kyia me ɛ. (stretching out his hand)
Yaa onua (while they shake hands).
W'apow mu ɛ?
A. Bokoo; Na wo so ɛ?
B. Nyame N'adom, mo ho ye.
A. Yeda Onyame ase.
B. Tsena ase (pointing to a chair).
A. Meda wo ase.
B. Nsu nye yi (giving out a cupful of water)
A. (After drinking) Meda ase. (Hands the cup back to B).
B. (Takes the cup and says) Akwaaba.
A. Yaa onua.
B. Aa, han ha bereww, owo na enam/amandzee.
A. Nyoo, monko me nsempa.
B. Ommbo mam.
A. Oo, bokoo ara. Mebeseraa wo.
B. Nyoo! meda wo ase. Akwaaba.
A. Yaa onua.
B. Han ha dze bon bi nnyi ha, etc.
A. Monko me nsempa!
B. Ommbo mam.

Turn-over.

Notes: i. Explain unfamiliar words to Learners.

ii. The dialogue is to be practised.

iii. The dialogue is then acted until it is mastered.

iv. Variants:

W'apɔ́w mu ɛ?: Wo honam mu ɛ?; Bɔkɔɔ (line 10) Mo ho ye/Bɔ́ bi nnyi mu; Tsena ase: Egua· nye no/Ko fa mu/Ka wo tũ adze; When you don't feel like drinking any water, you will still have to take the cupful of water being offered you and pour a few drops down.

LESSON XXVI

48. Sentence drill: ɔkɔm; nsukɔm, mee.

(a) i. A. Ɔkɔm dze me.
Ɔkɔm dze me kakra.
Ɔkɔm dze me papa.
Ɔkɔm dze me papanara/papaapa.
B. Emi dze ɔkɔm nndze me.

ii. A. Nsukɔm dze me.
Nsukɔm dze me yie.
Nsukɔm dze me dodow.
Nsukɔm dze me papaapa.
B. Eboa, nsukɔm nndze wo.

(b) A. Mamee.
Medzidzi amee.
B. Emi dze, midzidzi a, mɛmmee.

Note: i. Nsakɔm, etc dze me; but 'nankɔm aba'.
ii. Tsiafi, dwensɔ/sɔnkye dze me.

49. i. A. Awɔw dze me.
Awɔw dze me yie. Megye dzi dɛ meyar.
B. Ennyar, ɔyɛ awɔw.

ii. A. Ɔhyew dze me.
Ɔhyew dze me papanara.
B. Emi dze, awɔw dze me.

iii. Ɔyɛ awɔw yie.
Ɔyɛ hyew dodow.

LESSON XXVII

50. A says good-bye to B, A and takes leave of B.

A. Mepɛ dɛ mesɛrɛ kwan kɔ.

B. Oo, sesei?

A. Ɔwɔ dɛ mokɔ, yɛrokɔ nhyiamu.

B. Nyoo, kwan da hɔ.

A. (As he leaves) Makra wo, adze kye a, meda ase.

B. Nyoo, nantsew yie. Enye Nyame nkɔ.

A. Nyoo, meda ase.

B. Ekɔ a, mikyia wo papa.

A. Nyoo.

Notes: i. 'A' in line 5 can also say "Medze Nyame gya wo/hom".

ii. This is a development of Lesson 17 and must therefore be practised, acted until mastered.

iii. Where possible revise Lesson XXV with Learners.

LESSON XXVIII

51. Sentence drill: who?: "woana"?

i. Woana na ɔba ha?
Woana na ɔdzi fufu?
Woana na ɔkã lɔre?
Woana na onyim Mfantse?

ii. Woana na ɔbaa ha?
Woana na ɔfrɛɛ me?
Woana na ɔtsenaa ase?
Woana kaa dɛm?

iii. Woana na ɔbɔkɔ Nkran
Woana na ɔbɔtɔ mpaboa?
Woana na ɔreba ha?

iv. Woana na .....?
Woana na .....?
Woana na .....?

Note: "Woana" is a question word, as in "Who told you": It is never used like the "who" in "The man who came here is my friend", - there is another way of expressing this in Fante.

52. Revision: 46.

LESSON XXIX

53. Sentence practice: 'Pɛ' (to like; to be fond of, etc.)

i. Mepɛ Fanta.
Mepɛ ekutu.
Epɛ mango.
Epɛ nkombɔ.
Ɔpɛ n'asɛm.
Ɔpɛ nantsew.
Ɛmmpɛ paanoo?
Ɛmmpɛ kwadu?

ii. Kofi pɛ (Kofi lies it)
Amba so pɛ.
Yaw pɛ agor.
Woana na ɔmmpɛ nsu.?
Woana na ɔmmpɛ sika?
Ebɛnadze na epɛ?
Ebɛnadze ntsi na epɛ ndwom dɛm yi?

iii. Learners own sentences.

54. i. Mepɛ dɛ mokɔ Nkran.
Mepɛ dɛ mesɛrɛ kwan kɔ.
Mepɛ dɛ mɛkã Mfantse.
Mepɛ dɛ ebɛsɛra mɛ.
Ask for Learners' own sentences - as above.

ii. Epɛ dɛ ekɔ fie?
Epɛ dɛ etɔ mango?
Hom pɛ dɛ yɛnom nsã?
Ask for Learners' own questions.

iii. Ɔpɛ dɛ ɔkɔ.
Ɔpɛ dɛ ɔkã asɛm.
Ɔpɛ dɛ ɔkɛnkan.

Note: These are to be practised and mastered.

LESSON XXX

55. Parts of the human body:

(a) i. Tsir, enyiwa, ano, aso, hwen, abɔdwe, abɔdwesa, kɔn, nsa, abasa, koko, enumfu, yafun, asen, sisi, sera, nan, nkotodwe, anantu, nanase.

ii. Other parts to be taught:

esẽ, tɛkyerɛma, anomu, tsinhwi, nsamu, nsatseaba, awerɛw, nansɔba.

(b) Sentence practice:

i. Me nsa war sen Kofi ne nan.

Wo tsir sõ sen John dze. etc.

ii. Eyar wo hen/Wo henfa na ɔyɛ wo yaw?

Me tsir a.

Me nan a.

Me yafun mu a, etc.

LESSON XXXI

56. Fruits to buy and the currency to use:

i. Currency: pɛsewa, mpɛsewaa du, sidi, sidi ebien, etc.

ii. Fruits: ekutu, aborɔbɛ, nkatse, ɔkwadu/mpuwa, borɔfer/borɔsuow, mango, muoko, eduwa, ntrɔba, eburow, etc.

Note: Introduce 'we' and 'dzi' and use them in sentences like "mowe eburow", "midzi muoko".

57. Sentence practice: Negye dzi dɛ (I think that..... I believe that.....)

Negye dzi dɛ Kofi yar.
Negye dzi dɛ wo ho ye.
Negye dzi dɛ ɔada.
Egye dzi dɛ ɔbɛba?

Notes: i. "Negye dzi dɛ...." may be translated: I believe that....., I presume that...., I hope that.....

ii. The negative form is: Nenngye nndzi dɛ.....

The sentences 1-3 under 57 may be tried in the negatives.

LESSON XXXII

38. A buys oranges from B. A bargains with B.

A. Mango-wura, ahen?
B. Ebɔto bi? Anan yɛ mpɛsewa du.
A. Mo bo yɛ dzen, tsew do.
B. Medze anan bama wo mpɛsewa awɔtwe.
A. Mesere wo, tsew do kakra.
B. Wo so kɔ bi/Ka dza ebɛma.
A. Mebɛma wo mpɛsewa esia.
B. Oo! mpɛsewa esia suar dodow.
A. Mebɛma wo mpɛsewa esuon.
B. Oye fɛ sika bra.
A. Menkyekyer ho?
B. Nyew, (takes the wrapped parcel) gye wo sika na sesa me.
. Bi, maame to me do.
A. Owura mesere wo, wonnto do, da a ebɛba no mebɛyɛ wo yie. Gye wo nsesaa.
B. Meda ase. Moroko.
A. Nyoo. Nantsew yie.

Notes: i. Translation of the dialogue to show the trend.

ii. Words to discuss: Mango-wúra, tsew do, to do, kyekyer ho, sesã, nsesa etc.

iii. 'Adabraka' can mean "tsew do" or "fa bi to do".

LESSON XXXIII

59. Dialogue of buying: Revision of No.58. It may be acted over and over again between different pairs until it is mastered.

60. Sentence practice: "ɔwɔ dɛ".

i.	ii.
Ɔwɔ dɛ yɛkɔ fie	Ɔwɔ dɛ ihu a?
Ɔwɔ dɛ yɛkɔ skuul	Ɔwɔ dɛ odzi 'a?
Ɔwɔ dɛ yɛkɛda.	Ɔwɔ dɛ yɛba a?
Ɔwɔ dɛ Kofi tsena hɔ.	

Notes: (a) The negative is "Ɔnnyi dɛ"; e.g. Ɔnnyi dɛ yɛkɔ fie.

(b) The variants of "Ɔwɔ dɛ" are "Ɔsɛ dɛ", "Ɔyɛ dɛ".

(c) The negative form of "Ɔsɛ dɛ" is "Ɔnnsɛ dɛ" and that of "Oye dɛ" is "Onnye dɛ".

(d) After discussing (a), (b) and (c) the sentences may be practised with the variants and the positive and negative forms of the terms being studied.

LESSON XXXIV

61. A reports sick to B:

A. Owura, menntse apow koraa.
B. Eyar wo hen?
A. Me tsir na mo mu.
B. Na ekohu 'Dokota'/Datser?
A. Oho, me papa ama me edur.
B. Ose nom anaa fa ya dan?
A. Nyew ose monnom.
B. Hwe, se eboko ayarsabea a, oko.
A. Minnyi sika.
B. Gye sidi ebein yi na ko ayarsabea ntsam.
A. Co! meda ase.
B. Mma nnda ase.
A. Moroko.
B. Nyoo, nnkye ba.

Note: i. Variants: (a) Dokota - Datser; ayarsabea - asopitsi.
(b) Menntse apow - meyar; mo ho mmfa me; ... ya me yaw.

ii. Other parts to complain about: - me tsir, mo mu, me nsa, me yamu, me sẽ, me nan, etc.

iii. Methods of using medicines: 'nom - for liquids, 'men' - for pills/tablets; "fa sera/twitwum" - apply externally, 'hem' - to spray on the body; 'son' - to put into the nostrils, 'sa' - to syringe, pusuw - put the liquid in the mouth for some time and spout it out; etc.

iv. Every Learner must be encouraged to go through the dialogue first. This must be followed by treatment of general difficulties, and i-iii above.

LESSON XXXV

62. Sentence drill: Today, tomorrow, yesterday.
(Final, medial, initial).

(a) i. Moroko Kumase nde.
Muhun Kofi wo ha nde.
Obeba nde.

ii. Ose bra nde.
Obeba na oasan nde.
Nde nyina yewo ha.

iii. Nde nsu boto.
Nde ye Fida.
Nde yebosũa Mfantse.

(b) i. Besera me okyena.
Mma nnko nde, ko okyena.
Hwe m'enyim okyena.

ii. Ko ho okyena anapa.
Yeboko asan okyena.
Okyena ye Wukuda.

(c) i. Obaa ha ndeda.
Yedzii fufu ndeda.
Wokor Tema ndeda.
Musũaa Mfantse ndeda.

ii. Ndeda yekũa lore.
Ndeda etoow ndwom.
Yesaaw ndeda anapa.
Yetoo ekutu ndeda.

61. Revision 61.

LESSON XXXVI

64. Sentence drill: ɔyɛ me yaw.

(a) Of physical pain; (b) Pitying; (c) Apology.

(a) Me tsir yɛ me yaw.
Me nan yɛ me yaw.
Kofi ne sẽ yɛ no yaw.
Wo tsir yɛ wo yaw anaa?
Wo nsa yɛ wo yaw anaa?
Kofi no kɔn yɛ no yaw?
Wo henfa na ɔyɛ wo yaw?

(b) ɔyɛ me yaw dɛ ammba.
ɔyɛ me yaw dɛ minnyi sika.
ɔyɛ Kwesi yaw dɛ ne nã ewu.
ɔyɛ no yaw dɛ ɔanntse asɛm no.
ɔyɛ wo yaw dɛ aánkɔ bi?
ɔyɛ no yaw dɛ ɔdaa ntsɛm?

(c) ɔyɛ me yaw dɛ maka ekyir.
ɔyɛ me yaw dɛ mekãa dɛm.
John se ɔyɛ no yaw dɛ ɔammba.
Kodwo se ɔyɛ no yaw dɛ ɔrehaw wo.

Notes: i. Difficulties are to be dealt with.

ii. The sentences are to be practised.

iii. The Instructor may set up his own role-plays in which some of these expressions may be put into use.

LESSON XXXVII

65. Sentence practice: 'Ebɛnadze': Why (used only at the position in the sentences).

To be explained and practised. Note the emphasis:

Why is it that .....?

i. Ebɛnadze ntsi na eba ha?
Ebɛnadze ntsi na irusũa Mfantse?
Ebɛnadze ntsi na etse ha?
Ebɛnadze ntsi na ehwɛ me dɛm yi?

ii. Ebɛnadze ntsi na eroko?
Ebɛnadze ntsi na etɔɔ edziban?
Ebɛnadze ntsi na emmpɛ dɛ ekasa.
Ebɛnadze ntsi na ereserew?

66. Notes: i. New words: hwɛ, serew.

ii. "Osiandɛ" and "Nnyɛ hwɛɛ/biribiara" are to be introduced.
The questions may now be practised in a dialogue form e.g.

A. Ebɛnadze ntsi na ehwɛ me dɛm yi?
B. Osiandɛ w'atar no yɛ fɛw; or Nnyɛ biribiara bi a.

67. i. Revision of numbers 100 - 1,000; and then teaching of numerals to 1,000,000.

ii. Revise personal numerals. See Lesson IV.

LESSON XXXVIII

68. Vocabulary for buying and selling:

i. Fruits and vegetables: (See 56). Also: boredze, paya, bayer/dwow, kube, abe, tomakyese, etc.

ii. Household goods: pretse, atser, faka/edzinam, koopow, edzidzisekan, nkwanta, mbukyia, yabaa, kyew, atar, tam, ahwehwaenyiwa, mpaboa, egua, pon, poma, mena dwomba, wodur, etc.

69. A buys from B's shop:

A. Owura, mepa wo kyew, pretse yi ahen?
B. Sidi ebien na mpesewa eduonum.
A. Mesere wo, tsew do kakra ma me.
B. Cho. No bo ara nye no.
A. Co, mesere wo.
B. Se eboto a, fa no sidi ebien na mpesewa eduanan.
A. Meda wo ase. Na kyew yi so ye ahen?
B. Kyew kese no ye sidi enum, na kakraba no so ye sidi anan. Ma owo hen na epe?
A. Mepa kese no, na yi do ma me.
B. Oye fa no sidi anan na mpesewa eduonum.
A. Owura, mebema wo sidi anan.
B. Fa kakra to do.
A. Me sika ara nye no, mepa wo kyew.
B. Oye fa wo sika bra. Wo kaw aye sidi esia na mpesewa eduanan.
A. Cho nye yi (giving out the money).
B. (Taking the money) Tweon ma menkyekyer mma wo.

Turn-over.

A. (Taking the parcel) Meda wo ase.

B. Nyoo! Nantsew yie.

Note: The "Conversation" is to be practised, and then acted as the rest look on or in pairs when all get going at the same time.

LESSON XXXIX

70. Revision of 69.

71. Sentence practice: "whether .....or" (This is expressed in Fante by the use of 'Sɛ.....o').

i. Sɛ ɔbɛba o, ɔremmba, ɔmmfa mo ho!

ii. Sɛ odzidzi o, onnidzidzi o, murunntum nnkã!

iii. Sɛ eba o, ammba o, obohu wo.

72. Sentence practice: But - naaso.

i. Mokɔr hɔ, naaso mennhu Kofi.

ii. Mowɔ sika, naaso monnom nsã.

iii. Kwan no war naaso yebodu ntsɛm.

iv. No ho yɛ fɛw, naaso no suban muo.

LESSON XL

73. Seeking or showing direction: A asks B to help him (A) find his way to the G.N.T.C. shop:

i. Word drill: nyimfa - right; fa nyimfa - turn right, bankum (pronounced benkum) left; fa bankum - turn left, kɔ wènyim - go ahead, w'enyim tsentsendo - straight ahead, abasamu - one yard.

ii. A. Mesɛrɛ wo, kyerɛ me G.N.T.C. fiadze kwan.
B. Kɔ w'enyim kakra, ibohu dan kɔkɔɔ bi si nyimfa.
A. Ɔno nye fiadze no a?
B. Oho, idu hɔ a, fa wo bankum.
A. Ɛhɛɛ, na menyɛ dɛn?
B. Kɔ w'enyim bɛyɛ abasamu eduonu, ibohu fiadze no wɔ wo nyimfa.
A. Nyoo na gua mu so wɔ hen?
B. Sɛ idu G.N.T.C. a bisa guá mu kwan no.
A. Nyoo, medɔ ase.
B. Mma nnda ase.

Note: The conversation should not be merely read, but each Learner should get the essential terms and use them in his/her own expressions - a point to which the practice should be geared.

74. Sentence practice 'mpo' - even.

i. John mpo ɔse onnyi sika.
Emi mpo mubotum ayɛ.
Kofi mpo etum atɔ lɔre.
Iyi mpo minnyi bi.

ii. Ɔannhwɛ m'enyim mpo.
Wɔamma me nsu mpo.
Ndɛ mpo nye yi, na ɔkyena.
Me nã mpo nnyi fie hɔ.

ii. Each Learner must be given an opportunity to read or say the above sentences. ii. Exercise (oral) Ask every Learner to give two sentences each of which contains 'mpo'.

LESSON XLI

75. Sentence practice: "Ebɛnadze, dɛn"-what?

(a) i. Ebɛnadze na ereyɛ yi? or ii. Ereyɛ ebɛnadze?

Ebɛn asɛm na erekã yi? or Erekã ebɛn asɛm?

Ebɛnadze na wɔrohwehwɛ? or Wɔrohwehwɛ ebɛnadze.

(a) i. Ese dɛn?

Wose dɛn?

Notes: i. Instructor to let Learners practise the above questions.

ii. Learners to answer the above questions.

iii. Exercise (a) Individual Learners to put the above questions to others who, in turn, will answer them.

(b) Other Learners to put own questions. These must be answered by other members of the class.

e.g. Ese dɛn? Mese ma me sika.

Ebɛnadze yɔ wo? Me tsir yɛ me yaw.

iv. Revise 73(ii).

LESSON XLII

76. Sentence practice: Sɛ .....a; - 'If' and 'when' - conditional clauses.

(a) "If": Sɛ .....a,

i.	Sɛ nsu tɔ a, mobɔhor tam yi.	If it rains I'll wash this cloth.
ii.	Sɛ ɔba ntsɛm a, yɛbɛkɔ.	If he comes early, we shall go.
iii.	Sɛ minya sika a, mobɔtɔ lɔre.	If I become rich, I'll buy a lorry.
iv.	Sɛ hom dzi a, hom bɛyar.	If you eat it, you will fall sick.

(b) "when": Sɛ.....a,

i.	Sɛ ɔba a, frɛ me.	When he comes, call me.
ii.	Sɛ yehu no a, yɛbɛba.	When we see him, we shall come.

Notes:
i. New words to be discussed: mobɔhor, ntsɛm, bɛyar.
ii. The subordinate clause "Sɛ....a, "should always be at the initial position (see examples above).
iii. Learners to give sentences which contain "if" and "when" clauses. After each sentence, call another Learner to translate it into Fante.
iv. Sentences given in Fante to be translated into English.

LESSON XLIII

77. Revision of No.62.

Ndeda (yesterday), Nda (today), ɔkyena (tomorrow)

i. (a) Ndeda: Muhun Kofi ndeda.
Yaboɔ booI ndeda.
Kwesi baa ha ndeda.

(b) Ndɛ: Me papa bɛba ndɛ.
Yebotu kwan ndɛ.
Ndɛ nsu bɔtɔ.

(c) ɔkyena: Kobena bɛba ɔkyena.
ɔkyena yebotu kwan.
Bra me fie ɔkyena.

Note: Encourage Learners to use 'ndeda', 'ndɛ' and 'ɔkyena' in sentences.

ii. 'Ndeda', 'ndɛ' and 'ɔkyena' - used interrogatively.

Ndeda: Ihun Kofi ndeda?
Ndeda idzii paanoo a?

Ndɛ: ɔbɛba ndɛ a?
Nsu bɔtɔ ndɛ a?

ɔkyena: ɔkyena ebɔkɔ hen?
Wobɔdu Tema ɔkyena a?

Note: Learners to use 'ndeda', 'ndɛ' and 'ɔkyena' in question sentences.

78. Further work - No.77.

Ndɛ ndaansa - the day before yesterday; Ndɛ (ara) - today for emphasis; ɔkyena ekyir - the day after tomorrow.

i. Yɛtɔɔ paanoo ndɛ ndaansa.

ii. Ndɛ ndaansa na Kwame bae.

iii. Mehu Kwesi ndɛ ara.

iv. Mibɛfi ha ndɛ ara.

Turn-over.

v. Krataa no bodu akyena akyir.

vi. Mobesan aba akyena akyir.

Note: i. Variant for "nda ara" - "nda dua yi".

Krataa (letter, paper).

ii. Allow Learners to have more practice.

LESSON XLIV

79. New words to be explained: (a) Anapa - morning; Ewia - noon-tide; Ewimbir - evening; Ewiaber - day; Anadwe - night.

(a) tow ndwom, kɔ edwuma, sũa Mfantse, sɔ kandzea, tu kwan, dzi agor, kɔ nhyiamu, ntsi, anaa.

80. i. Monom tsii anapa. Yeguar anapa biara.

ii. Mennda ewia. Musũa adze ewia.

iii. Mosɔ kandzea anadwe. Monnsɔ kandzea ewiaber.

iv. Ɔhwɛ sene anadwe. Ɔda anadwe.

v. Yedzi dɔkɔn na kyenam ewimbir. Ewimbir biara yatow ndwom.

vi. Yɛmmbɔ bɔɔl ewimbir. Wonntu kwan ewimbir.

81. Miscellaneous: Learners to use anapa, ewiaber, ewimbir, anadwe, ndeda, nda and akyena in sentences.

LESSON XLV

82. Sentence drill: Ber/Aber bɛn - what time; when).

(a) i. Ber bɛn na ɛsoɛr?
Ber bɛn na isũa adze?
Ber bɛn na yɛpon skuul?
Ber bɛn na yɛbɔkɔ fie?

ii. Ber bɛn na ekɔr Tema?
Aber bɛn na ɔbɛba?
Aber bɛn na owui?
Aber bɛn na wɔtoow ndwom no?

iii. Ɔbɛba ber bɛn?
Yɛbɛda ber bɛn?
Aber bɛn na yɛba skuul?

iv. Aber bɛn na yɛnom tsii?
Aber bɛn na yɛbɔkɔ hɔ?
Kofi bɛba ber bɛn?

(b) i. Learners to go over and over again the questions above.

ii. Give Learners the chance to put the above questions to the others to answer, working in turns.

iii. Learners to put their own questions to others to answer. The questions to be based on "Ber/Aber bɛn".

LESSON XLVI

33. Sentence practice: (a) ....pɛr, (b) sɛ ....pɛ.

(a) i. Ohu me pɛr, oboguan.

Odu fie pɛr, obɛda.

Yedzidzi pɛr, yɛbɛyɛ edwuma no.

Wohu no pɛr, obotua sika no.

ii. Kofi ba ha pɛr, bisa no asɛm.

Itua kaw pɛr, ma do.

Hom hu no pɛr, hom mfrɛ me.

Ɔda pɛr, hom mpue.

(b) Sɛ ɔkasa pɛr, ma ompue aboano.

Sɛ otua sika no pɛr, frɛ me.

Sɛ ɔda pɛr, gya no ha.

Sɛ ɔammba pɛr, yɛbɔkɔ fie.

Notes: i. Explain these words: oboguan, obotua, bisa, mpue, aboano, ɔammba.

ii. Encourage Learners to form own sentences based on "....pɛr", and "sɛ.....pɛr"; after practising the above examples thoroughly well.

LESSON XLVII

84. Sentence practice: "Fa to" etc.; neg.:- "Mma mmfa nnto".

(a) i. Fa to hɔ.
Fa to ha.
Fa to mu.
Fa to nkyɛn.

ii. Fa sika no to hɔ.
Fa buukuu no to ha.
Fa krataa no to mu.
Fa iyi to nkyɛn.

iii. Encourage Learners to use the following words in sentences: sika, kyɛw, egua, adaka, pon, kotoku.

iv. Treat new word:- kotoku.

(b) i. Fa gu hɔ.
Fa gu ha.
Fa gu mu.
Fa gu nkyɛn.

ii. Fa tam no gu hɔ.
Fa hanketse no gu ha.
Fa mbobaa no gu mu.
Fa nkrataa no gu nkyɛn.

iii. Treat: - hanketse, nkrataa, mbobaa.

iv. Fa nsu no gu kyɛnse no mu.

v. Encourage Learners to use the following in sentences: sika, mbuukuu, anhwea, etc.

(c) i. Fa si hɔ.
Fa si ha.

ii. Fa kɔɔpow no si pon no do.
Fa nsu no si ha.

iii. Fa kɔɔpow no si pon no do/ase, nkyɛn.

iv. Learners to use the following words in sentences:- paying attention "Fa .....si.....".

85. The negative: mmfa nnto/nngu, nnsi, etc.

i. Mma mmfa nnto hɔ.
Mma mmfa nnto ha.

ii. Mma mmfa nngu mu.
Mma mmfa nngu nkyɛn.

iii. Mma mmfa nnsi mu.
Mma mmfa nnsi do.

Turn-over.

iv. Mma mmfa sika no nnto hɔ.

v. Mma mmfa .....no.....ha. Mma.....nnsi dɔ.

Mma mmfa .....no .....mu. Mma mmfa.....nngu mu.

.....nsu no.....mu. Mma mmfa.....nnto....

.....mbuukuu no nngu.. .....no nngu..

Note: Learners to fill the spaces with vocabs. learnt in 84(a)-(c) on page 56.

LESSON XLVIII

86. Sentence practice:

(a) Fa bra (bring), (b) Mma mmfa mmba(don't bring); (C) Fa brɛ....(bring to), (d) Mma mmfa mmbrɛ (don't bring to..) (e) Fa kɔ (take away), (f) Mma mmfa nnkɔ; (g) Fa kɛma (take to), (h) Mma mmfa nnkɛma (don't take to).

Positives	Negatives
(a) Fa bra.	(b) Mma mmfa mmba.
Fa bra ha.	Mma mmfa mmba ha.
Fa bra ntsɛm.	Mma mmfa mmba ntsɛm.
Fa bra hɔ.	Mma mmfa mmba hɔ.
(c) Fa brɛ me.	(d) Mma mmfa mmbrɛ me.
Fa brɛ no.	Mma mmfa mmbrɛ no.
Fa brɛ hɛn.	Mma mmfa mmbrɛ hɛn.

Note: With datives: 'Fa bra' becomes "Fa brɛ".

(e) Fa kɔ.	(f) Mma mmfa nnkɔ.
Fa kɔ hɔ.	Mma mmfa nnkɔ hɔ.
Fa kɔ ntsɛm.	Mma mmfa nnkɔ ntsɛm.
(g) Fa kɛma Kofi.	(h) Mma mmfa nnkɛma Kofi.
Fa kɛma no (him/her)	Mma mmfa nnkɛma no.
Fa kɛma Kwame.	Mma mmfa nnkɛma Kwame.

Note: With datives: 'Fa kɔ' becomes 'Fa kɛma'.

87. Exercise: Learners to complete with own vocabs.

Turn-over.

(a)	i.	Fa .....bra.	(b) i. Mma mmfa....no.....
	ii.	Fa.....ntsam.	ii. Mma mmfa.....no....
	iii.	Fa.....bra....	iii. .....dɔkon no.....no.
	iv.	Fa.....kɔ.....	iv. .....sekan....mma.....
	v.	Fa.....kama...	v. Mma mmfa.....Kwesi.
	vi.	Fa nsu no.....	vi. .....nnkama....
	vii.	Fa.....	vii. Mma mmfa.....mmbra.....
	viii.	.....me.	viii. .....mmba.....

LESSON XLIX

88. Sentence practice: Medze too etc.; Negative: Mammfa annto.

i. Medze too ho.
Medze guu ha.
Medze sii do/mu.

ii. Medze sekan no too ho.
Medze tsii no guu koopow no mu.
Medze bodambo no sii adaka no mu.

iii. Medze buukuu no too pon no do/ase/nkyan, etc.
Medze sika no too kotoku no mu.
Medze egua no sii dua no ase.
Medze atar no.....adaka no mu.
Medze bokitsi no..... dua no ase.
Medze nsu no.....no mu.
Yadze.....
Wodze.....

Note: The above spaces to be filled by Learners.

89. The negative: Mmfa nnto/nngu/nnsi, etc.

i. Mammfa annto ho.
Mammfa enngu ha.
Mammfa ennsi do/mu.

ii. Mammfa sekan no annto ho.
Mammfa tsii no enngu koopow no mu.
Mammfa bodambo no ennsi adaka no mu.

iii. Exercise to be done by Learners:

Mammfa.....ennsi.....no do.

..... enngu.....mu.

.....eburow no.....no mu.

.....ase.

Turn-over.

Mammfa ..... no nkyen.

Mammfa nsu no.....no mu.

Mammfa nsu no.....no do.

.....

.....

.....

Note: Learners to fill the spaces with word from own store of vocabs.

LESSON L

90. Sentence practice - more negatives:

me, mo, mi mu; e, i; o, ɔ; (1st, 2nd and 3rd singular).

	i. Positives	Negative
	Meda ha.	Mennda ha.
	Meda dan mu.	Mennda dan mu.
	Monom nsu.	Monnom nsu.
	Monom edur.	Monnom edur.
	Misi dan.	Minnsi dan.
	Mutu enguan.	Munntu enguan.
	Mutu bankye.	Munntu bankye.
ii.	Ebɔ bɔɔl.	Emmbɔ bɔɔl.
	Eko Tema.	Ennkɔ Tema.
	Eda dan mu.	Enńda dan mu.
	Idzi fufu.	Inndzi fufu.
	Itu enguan.	Inntu enguan.
iii.	Odzi fufu.	Onndzi fufu.
	Otu bankye.	Onntu bankye.
	Ohu adze.	Onnhu adze.
	Oko Tema.	Ɔnnkɔ Tema.
	Oko skuul.	Ɔnnkɔ skuul.

91. Exercises to be done by Learners.

Positive	Negative
Moton buukuu	.....
.....	Mummbu dua.
.....	Minndzi fufu.

Turn-over.

Etɔn egua.	.....
Odu ntsɛm.	.....
Ihu Kofi.	.....
.....	Monnom nsã.
.....	Munnguar.
.....	Ɔnnda fie.

LESSON LI

92. Sentence practice: more negatives: yɛ, yɛ; hom; wo, wɔ:

	Positive	Negative
i.	Yedzi paanoo.	Yenndzi paanoo.
	Yebu ndua.	Yemmbu ndua.
	Yɛtɔn mbuukuu.	Yɛnntɔn mbuukuu.
	Yɛbɔ bɔɔl.	Yɛmmbɔ bɔɔl.
ii.	Hom ba ha.	Hom mmba ha.
	Hom bisa asɛm.	Hom mmbisa asɛm.
	Hom da ntsɛm.	Hom nnda ntsɛm.
iii.	Wodzi paanoo.	Wonndzi paanoo.
	Wodzi dɔkon	Wonndzi dɔkon.
	Wɔda fie hɔ.	Wɔnnda fie hɔ.
	Wɔkasa.	Wɔnnkasa.

93. Exercise:

i. Ask Learners to give short sentences in positive for others to give their negative forms.

ii. Ask for negative sentences for others to say them in positive.

iii. Fill in the spaces; miscellaneous.

Positive	Negative
Medze to hɔ.	.....
Odze si hɔ.	.....
.....	Ɔnntse dua no ase.
.....	Wannkɔ Tamale.
Wɔtɔn ekutu.	.....
Odzi mpuwa.	.....
.....	Wɔmmpa sika.
Hom pɛ asɛm.	.....

LESSON LII

94. Telling the time:

(a) i. To be mastered: donkor, ndonebien, ndonebiasa ndonnan, ndonnum, ndonsia, ndonsuon, ndonwotwe, ndonkron, ndondu, dubiako, duebien.

ii. donkor mpaamu, ndonebien mpaamu, ndonebisa mpaamu, ndonnan mpaamu, ndonnum mpaamu, ndonsia mpaamu, etc.

(b) Minutes to: aka sema.....ma.....

Aka sema du ma ɔabɔ dubiako.
Aka sema eduonu ma ɔabɔ donkor. etc.

(c) Minutes after:

Duebien apa ho sema enum.
Ndonwotwe apa ho sema duenum.

95. General practice: Ɔabɔ ahen? (The answer patterns are in 94 a,b,c, and d).

Notes: i. Baya ndonsia - It's about 6 o'clock; alternative: Ɔabɔ baya ndonsia.

ii. Learners should be given their turn to put the question for others to answer. This exercise should be practised over and over again.

iii. A clock, a paper clock or at least the diagram of a clock on the black board may be used.

LESSON LIII

96. Vocabs. i. si mu; du; afe; dapɛn/adapɛn; bosoom/abosoom; afe, ndaanan, nda enum, etc.

ii. Revision: kɔ, ba, da, nom, dzi.

97. Revision: Ber/Aber bɛn .....(No.82)

Question: Aber bɛn na ɔbaa ha?

Pattern answers: i. Ɔbaa ha ndɔnnan na fã.

ii. Ɔbaa ha ndeda anapa.

iii. Ɔbaa ha ndeda ewimbir.

iv. Ɔbaa ha Dwoda no.

v. Ɔbaa ha Mukuda a otwaa mu no.

vi. Ɔbaa ha akyɛr.

vii. Ɔbaa ha, edzi adapɛn ebien.

viii. Ɔbaa ha, mfe anan nye yi.

Note: The question could be diversified.

e.g. Yesii mu ber bɛn?

Ɔbaa ha ber bɛn?

Wodur hɔ ber bɛn?

Wɔnoom nsã no ber bɛn?

LESSON LIV

98. Relations:

(a) Pronunciation drill: papa, maame, nua, ba, wofa, nana, yer, nyanko, egya, asew, akontan, dampo, abofra, kun, kora.

(b) Sentence practice:

Question: Owura yi ye woana?
Ewuraba yi ye woana?

or

Owura yi so ɛ?
Ewuraba yi so ɛ?

Answer: i. Oye me papa or ii. Oye m'egya.
Oye me maame Oye m'asew.
Oye me ba. Oye m'abofra.
Oye me nana.
Oye me yer.
Oye me nyanko.
Oye mo nua.
Oye mo wofa.
Oye mo kun.
Oye mo kora.

Exercise: Learners to use words under 'Pronunciation drill' above in simple sentences.

99. Note: Another term for "Maame" is "nã" and for "papa" is "egya". Paternal uncles and aunts are "fathers", and maternal aunts are "mothers"; hence "egya panyin" and "egya kuma"; and "nã kuma" and "nã panyin". One's mother's brother is "wofa".

LESSON LV

III. Dem: To be able, etc.

(a) Sentence drill:

i.	Mutum kã lare.	ii.	Itum kã French.
	Mutum kã Nfantse.		Wotum tu enguan.
	Otum tɔ nkwan.		Yetum hor ntar.
	Yetum saw dan.		Mutum dzi dɔkon.

(b) Questions and answers:

1.	i.	Itum kã lare?	Ans.	Nyew, mutum kã lɔre.
	ii.	Itum tɔ bɔɔl?		Nyew, mutum bɔ bɔɔl.
	iii.	Otum kã Nfantse?		Nyew, otum kã Nfantse.
	iv.	Wotum saw asafo?		Nyew, wotum saw asafo.

III. The negative forms ..... can't - nntum.

(a)	i.	Munntum nnkã lɔre.	iv.	Yenntum nntu kwan.
	ii.	Wonntum nnɔzi dufu.	v.	Munntum nnom nsã.
	iii.	Intum nnda ntsem.	vi.	Onntum nnsaw asafo.

(b) Questions and answers.

1.	i.	Ana kakã tum kã lare?	Ans.	i. Oho, onntum nnkã lɔre.
		Hon tum tu enguan?		Oho, yenntum nntu enguan.
		Otum kyerew buuku?		Oho, onntum nnkyerew buuku.
		Itum tu dua?		Oho, munntum mmbu dua.
		Wotum tɔn adze?		Oho, wonntum nntɔn adze.
		Yetum fir bi?		Oho, yenntum mmfir bi.

102. Conversation: washing.

A. Mepa wo kyew, hohor wo nsa ho na bra.
B. Epe de meya biribi ma wo ansa?
A. Nyew, meps is ehor n'atar ma ne.
B. Ewo nsu, semina na bokitsi?
A. Nyew, mowo bi.
B. Na ndzemba no wo a, woana na obotow ama wo?
A. Mo nua botow do.
B. Ewo pon na gyabiriw?
A. Nyew, mowo bi.
B. Hen na ebehata ndzemba no?
A. Mebehata wo ahoma yi do.
B. Mahor no fefeefew.
A. Nyoo, meda wo ase.
B. Oo, mma nrda ase.

Note: (a) Vocabs.: i. Verbs:- hohor, hor; tow do; hata,

ii. nouns:- semina, gyabiriw, ahoma.

(b) The conversation may now be practised over and over again. If the Learners deviate from the actual words here and use correct expressions of their own to embody the sense required, so much the better.

(c) The Instructor may use aids to establish the vocabs. in the lesson.

LESSON LVII

103. Dɛm dze a (then, i.e. "in that case".....)

For practice:

i. Aba, dɛm dze a tsena ase.
Ewɔ sika, dɛm dze a tɔ bi.
Onyim kwan no, dɛm dze a ma ɔnkɔ.

ii. A. Mewie kyerɛw.
Minyim wo fie.
Wɔwɔ sika pii.

B. Dɛm dze a, ma yɛnkɔ.
Dɛm dze a, brɛ hɔ.
Dɛm dze a, ma wɔnkyɛ hɛn bi.

104. "Na.....so" (and then, also)

i. Okɔ̃ lɔre na ɔtɔn atam so.
Wɔwɔ sika na wobu adze so.
Ɔkɔ skuul na osũa edwuma so.

ii. Ɔtɔn adze na.....so.
Yɛbɛ bɔɔl na.....so.
Onyim nwoma na....so.

105. Ansaana(before)

i. Used in the final position of the sentence.

Sɛ ebɔtɔ a ma mentsɛ ansaana.
Epɛ a fa na mbom tua kaw ansaana.
Yetuaa kaw naaso yɛannhwa no yie ansaana.

ii. Used in the initial or medial position of the sentence.

Dzidzi ansaana akɔ skuul.
Na no edur ansaana ɔnda.
Ansaana yɛbɛkɔ no ɔwɔ dɛ yehu no.
Ansaana adze rebekyɛ̃ no nna ɔkɔ.

Note: i. Variant for 'ansaana' - 'ana'.

ii. New expressions: wobu adze; adze rebekyɛ̃.

LESSON LVIII

106. Revision: i. Relations (No.98(b)) ii. Conversation (No.102 (ii)).

107. Ɔyɛ me dɛ (It seems to me/it appears).

Sentence practice:

i. Ɔyɛ me dɛ inyim Twi.

Ɔyɛ me dɛ eyar.

Ɔyɛ me dɛ ɛntse apɔw.

Ɔyɛ me dɛ ibotum akɔ.

ii. Ɔyɛ no dɛ yɛnnpɛ nsã.

Ɔyɛ wo dɛ minnyi sika.

Ɔyɛ me dɛ enyɛ krataa (letter).

Ɔyɛ me dɛ wo papa bɛba ndɛ.

Ɔyɛ hom dɛ ɛdwumɛ yi yɛ mberew.

iii. Exercise: Ask Learners to give own sentences - using "ɔyɛ .....dɛ".

LESSON LIX

101. Conversation: Drumming, Dancing and Singing.

A and B talk on drumming, dancing and singing.

A. Wege "highlife" papapa.

B. Inyim saw?

A. Nyew, minyim "highlife" saw.
Minyim "highlife" ndwom so tow.

B. Ɛtaa tow ndwom?

A. Nyew, metaa tow ndwom, nkanka asɔr ndwom.
Na wo so ɔpɛ adwontow na asaw?

B. Wege adwontow. Sɛ wobɔ kyen yie so a, mesaw.

A. Hom wɔ okyerɛma?

B. Nyew yawɔ bi. Onyim kyen bɔ papa.

A. Mmɔntsɛ dɛ ɔrɔbɔ kyen.

B. Sɛ asafomba nyia a, na ɔbɔ.

A. Ɔbɛnadze nye asafo.

B. Bi, innyia asafo. Asafo yɛ Akanfo ayɛr kɛse.
Wonndzi hɔ agɔr koraa.

A. Asafo sɔ watow ndwom wɔ mu.

B. Nyew, watow ndwom, wobɔ kyen na ɔsaw.

A. Mtsi inyim asafo saw.

B. Ɔhɔ, afei na murusũa. Asaw no yɛ dzɛn.

A. Nɔ sɔ mubɔsũa asafo saw.

B. Ɔbɔ, ɔyɛ dɛ ibosũa.

Note: New words: nkanka, adwontow, okyerɛma, kyen, asafo; asafomba, murusũa, mubosũa.

LESSON LX

109. Revision: (i) Reading the clock: No.94.

(Ber a) ɔbaa ha no, nna ɔabɔ ndɔnnsia, etc.

(Ber bɛn)..... No.82.

(ii) Nos. 100 and 101.

110. It looks as if (i) gyama (ii) ɔyɛ dɛ.

For practice:

i. (a) Gyama eyar?

Gyama entsee ma ɔaba.

Gyama ɔnntsɛ kasa.

Gyama onnyi egya.

ii. ɔyɛ dɛ nsu bɔtɔ.

ɔyɛ dɛ ɔkɔm dzɛ no.

ɔyɛ dɛ onnhu aizɛ.

ɔyɛ dɛ ɔyarɛ.

Exercise: Ask Learners to give own sentences.

LESSON XXI

lll. Everyday commands:

i. Bra (come); absfra,bra; bra ha; Kwaku e, bra.
ii. Gyaa (stop); ha gyaa; hei gyaa; Kofi gyaa dem ya.
iii. Ko do (ya) (go on; proceed; go ahead) Mma nngyaa, ko do kasa.
iv. Fra (call) Fra Kofi ma me. Fra no; fra hon ma me.
v. Hwehwa (look for it; search for it; seek) Hwehwa Esi ma me.
vi. Tow kyen (throw it away) Tow ehutu no kyen.
vii. Mma nnkasa (don't talk) Mma nnkasa no ho. Don't mind him. Ya komm/dzinn/fonn (be quiet).
viii. Tsie. (listen) Tsie asem no. Tsie dza orekã.
ix. Hwa (look); hwa! (look here!); hwa adze.
x. Soar (get up) Soar gyina ha. Soar ko.
xi. Fi ha. (get away) Fi ha ko.
xii. Gyina (halt) Gyina ha. Gyina lore no ma me.
xiii. Mma (don't) Mma nndzi. Mma nndu.
xiv. Kã bio. (say it again, repeat it) Tow ndwom no bio.
xv. Serew. (laugh) Serew Kofi.
xvi. Ka mu/Tsõa mu (shout).
xvii. Dzi (eat) dzidzi (take some food).
xviii. Fa (take) Fa ko fie.
xix. Kenkan (read) kenkan buukuu no.
xx. Tu mbirika/Tu enguan (run).

Note: Drill in these: Each of the above may be acted by Learners.

LESSON LXII

112. Conversation:

In Church, before the start of the service. A whispers to B who is sitting besides him:

A. Nepa wo kyew, woana na ɔbeyɛ asɔr nda?
B. Osofo Andrews a.
A. Ber ben na wofi asɔr ase?
B. Wofi ase ndonkron na fã; na wɔpon dubiako.
A. Ɛdenadze ntsi na asɔr no kyɛr dem?
B. Osiande yebo mpaa, kenkan esũasem, tow ndwom, na yetsie asankã no.
A. Woyi tow?
B. Nyew, ber no du a, wɔdzɔ prɛtse kɔ aprɔw.
A. Ahen na wɔdzɔ to prɛtse no mu?
B. Dza epɛ na ɛdzɛ to mu.
A. Hom wɔ adwontofo kuw?
B. Nyew, yewɔ bi.
A. Ei, gyama hɔn na wɔrotow ndwom ba no?
B. Nyew. Na yensoɛr.

Notes: New words: Asɔr (the church, prayer); woana (who) osofo (Rev.); osiande (because); yebo mpaa (we pray); esuãsem (the lesson); asankã (the sermon).

LESSON LXIII

III. Sentence drill: So (also); Naaso (although....yet).

i. Yaw so boko Kwan okyena.
Maame no so ato dɔkɔn no bi.
Han so yɛpɛ sika no bi.
Amba so ton kubɛ.

ii. Owo sika naaso onnsi dan.
Owo mba naaso wonnko skuul.
Mɛbaa ha naaso mennhu Aba.
Mennɔtsɛ apow naaso minnyi sika.

IIA. Sentence drill: Ntsi (therefore, so, because of), Ntsi na (that is why).

i. Oyer, ntsi mma nnhaw no.
Onnyi sika, ntsi kom dze no.
Oya edwuma, ntsi owo sika.
Onntsɛ asam, ntsi gyaa kã.

ii. (Because of....)
Me papa ntsi mebɛba ho.
Ehumbɔbɔr ntsi medze kyɛ wo.
Wo yerba no ntsi mma nndzi mpuwa.

iii. Ntsi na (that is why)
Woannya no edur, ntsi na owui no.
Obɔɔ famu ntsi na osui no.
Oennya lore no mu kwan, ntsi na ɔannko no.
Onnyim n'egya, ntsi na ɔrokɔhwehwɛ no no.

Notes: i. 'haw' (to trouble/worry) ɔhaw (trouble: oya ɔhaw kwa).

ii. Learners should be encouraged to use the patterns in sentences of their own.

LESSON LXIV

115. A intends to go on a journey and talks to B about it:

A. Murutu kwan.
B. Ebɔkɔ dabɛn - ndɛ anaa ɔkyena?
A. Mibesi mu ndɛ.
B. Ber bɛn?
A. Nnɔnebien mpaamu.
B. Edze keteke anaa lɔre?
A. Medze lɔre, ɔno na ɔkɔ ntsem.
B. Wɔgye ahen?
A. Wɔgye mpesewa eduowotwe.
B. Akwansin ahen?
A. Eduosia enum.
B. Na wo ndzemba wɔ hen?
A. Menndze ndzemba biara.
B. Na ebɛba dabɛn?
A. Mebɛba dasɛnde.
B. Oye, sɛ mennhu wo a, nantsew yie.
A. Nyoo!

Notes: i. New words: akwansin; dasɛnde.

ii. The dialogue may be practised in pairs after the drill.

LESSON LXV

116. Idioms:

i. About the head:

Ne tsir nnye. - He is not lucky.
Ne tsir abɔ no paa. - He is mad.
Ne tsir nnyi fie. - He is mad/He does not think about home.

ii. About the eye:

Oriyi n'eyi dɔ. - He is having siesta.
N'enyi esi fie. - He feels homesick.

iii. About the ear:

Tue n'aso. - Give him a hint.
Twe n'aso. - Punish him.

iv. About the mouth:

N'ano apa. - He has said what he ought not to.
N'ano awow. - He knows how to speak very well.
N'ano atsew. - He knows how to speak very well.
Ɔrekɛ n'ano. - He is eating.

v. About the hand:

Ne nsa war. - He is a thief.
Ɔrekɛ ne nsa. - He is eating.
Ɔatɔ ne nsa. - He has stolen something.
Ne nsa mu yɛ. - He is rich.

vi. About the stomach:

Ne yafun abɔbɔ. - He is hungry.
Ne yamu nnwo nɔ. - He does not feel like eating.
Ne yamu etue. - He has frequent stool.

LESSON LXVI

117. Idioms:

i. About the legs:

N'anan yɛ ha ntɛntɛnsia. - He frequents here.
N'anan ho awow. - He walks very fast.
He can walk well.

118. Miscellaneous idioms:

Ɔabɔ hwɛa - He is frightened.
Ɔafa adze
Bosoom ewia no - She is pregnant.
Ɔabɔ sotɔr.

N'ano abɔ - He has finished speaking.
Ɔegu hyirew - He has been found innocent.
N'enyi tratra no nton - He does not respect anybody.
Agye nta - It is well-established.
No nton ehima - He is annoyed.
Woetwa no esu. - He has been deported.
Oetwa no ho. - He is gone on a trip.
Ɔadan n'ano. - He has changed what he said.
Ne nsa apa. - He has/hit/knocked/killed someone by accident.
Ɔrotɔ nkom. - He is dosing off.
Woato no brada - He has been tricked.

119. Revise No.116.